Focus Group: Graduate teachers

22 September 2011

**Feedback**

**Key Questions Discussion**

What are the main priorities we have focused on in our region? What should we keep/discard

* Literacy/numeracy improvement strategy relevant learning, hands on, problem solving, open ended problems, learning intentions/success criteria. Reflections, ultranet –all student access, word walls, numeracy walls
* Numeracy lesson structure
* Differentiation
* Improvement
* Catering for all students abilities
* Focus on outcomes
* Inquiry
* Literacy- independent reading & writing, vocab, writers notebook, classroom libraries, literature circles
* Data to inform student learning
* Rights and responsibilities
* Relationship building
* PLTs involving other schools
* Data to improve student outcomes and areas of need
* Lesson structure- warm-ups, reflections/share/explicit learning- learning intentional display
* ILPs
* Team planning- PLT
* Professional learning- internal, weekly
* Differentiated learning
* Shared learning throughout school
* Using literacy and numeracy to build on all aspects
* Gradual release
* Learning intentions on display
* ILP
* PLTs
* Technology Literacy and numeracy making sure learning is relevant, learning intentions
* Differentiation really makes a difference
* Independent reading
* Di Snowball- vocab
* Success criteria
* Using data to inform learning
* Rights and responsibilities on students
* Enquiry through E5
* Integrating the subjects
* Consistency of relationships
* Sharing of resources- school within the region
* P.L. for all levels of teachers

What should be the biggest focus areas to make the work stick?

* Continuity across school levels
* Shared vision and goals- teachers, leaders, principals
* Transitions yr9 to yr10
* Coaches/ PLTs
* Home school partnership eg embedding reading culture at home through home school partnership eg reading, homework, social.
* Coaches
* Making learning relevant to children focus on skills rather than knowledge and facts
* Coaches –external coaches provide different strategies more helpful than internal coaches
* Integrating the learning linking subjects English to maths to science. So students can see links
* Building relationships with the community. Teacher/ Student connectedness to school and community. One school once a month encouraging fathers to attend an after school activity has improved morale of boys
* Networking with other schools. Opportunity to share ideas concepts and what drives there learning
* Share professional learning not just at leadership level but staff also
* Extend professional learning
* Collaborative learning.
* Using students strengths to support other students.
* External coaches
* Developing big picture questions
* Students driving the learning outcomes
* Collaborative teams within schools across grade levels
* Closing gap between primary and secondary. Strategies to improve transition eg secondary going into
* Partnerships with the community
* Working with technology as a tool for learning and engagement.
* Professional learning makes such a difference could take it away and make a difference the next day
* Graduate mentoring
* Literacy/Numeracy- high expectations
* Increased student ownership
* Building relationships/community
* Professional learning- whole school focus

What would you change in relation to the experience of graduate teachers in our region

* Graduate focus group to find out what graduates need
* Problem solving session at school with grad teachers
* Building relationships across the school with PLT and principal class to be able to approach principal and ask questions
* More time in school in teacher training.